

Special Education

Students With Challenging Needs A Survey of Programs and Services Basic Facts and Figures



A Status
Report

Alberta
EDUCATION

August, 1989

ERC
ALBERTA EDUCATION
RESPONSE CENTRE

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SUMMARY

This report summarizes the findings from a special education survey completed by school jurisdictions, E.C.S. centres, and private schools in the province. The purpose of the survey is to consolidate information on the numbers of exceptional students receiving special education programs in Alberta. No interpretation of the data is made in the report. Individual school jurisdictions may wish to make their own interpretations. The statistics presented have been voluntarily submitted by school jurisdictions. The statistics do not represent 100% reporting.

Highlights of the findings are as follows:

- 9.7% of the provincial school population in Grades 1-12 receives special education programs. This percentage represents 36,727 exceptional students.
- Exceptional students with mild/moderate handicaps constitute the largest number and percentage (6.3%) receiving special education programs.
Gifted and Talented students represent 2.5% of the school population while those with severe handicaps represent 0.6%.
- School jurisdictions with enrolments between 2,000-2,999 students serve 13.6% of their students in special education.
- In Alberta, zones 1 and 6 serve the highest percentage of exceptional students relative to the other provincial zones.
- More resident and non-resident exceptional students are served in zones 3 and 5.
- In E.C.S. centres operated by public schools, 8.5% of the children received assistance in the mild/moderate category, while 1.4% received support in the severe handicap category. The percentage was similar for private E.C.S. centres, although there was a higher incidence of severe handicaps or program unit grants (7.1%).
- In private schools dedicated to special education, the largest category of exceptional students served were learning disabled. The next highest category of exceptionality served were the dependent handicapped.
- Private schools, not dedicated to special education, served 3.9% of the students in special education programs.

INTRODUCTION

Students With Challenging Needs

The greatest challenge facing education today is to provide schooling that is appropriate to the needs of children. This is particularly true for students who have needs that are exceptional or challenging. These needs are challenging in two ways: firstly, to the student who must deal with the handicapping condition, and secondly, to educators in schools who must use a different program or a modification of the regular curriculum to meet these needs. For the student, better materials and devices are available to assist in coping with a variety of handicaps. For educators, there is access to better training programs and more sophisticated techniques for educating disabled students, as well as greater opportunity for sharing of ideas and professional expertise. With such positive aids and opportunities, students and teachers can work together to face the challenge of schooling.

School programs across the province vary from complete integration to segregation. The method of program delivery is determined at the local level since school jurisdictions have been given great autonomy and flexibility in the provision of programs and services for special education. Alberta Education's position is for school jurisdictions to provide the "most enabling environment" for exceptional students. This position is reflected in a document entitled **A Vision Shared** developed by the Education Response Centre and in provincial special education policy.

The facts and figures contained in this report were obtained from school jurisdictions, E.C.S. centres, and private schools by means of a survey in early 1989. The purpose of the survey was to consolidate information on numbers of exceptional students in the province who receive special programs and services in schools. This report summarizes those results and provides a provincial perspective on the status of exceptional children. Exceptional students are defined as "those students who require a different program or an adaptation or modification to the regular school program" (Alberta Education, Policy Manual 1989).

The facts and figures on exceptional students in this status report are divided into three sections.

- Section One deals with exceptional students in school jurisdictions (Grades 1-12).
- Section Two reports on the special education components of Early Childhood Services.
- Section Three discusses exceptional students in Alberta private schools.

SECTION ONE: Exceptional Students in School Jurisdictions

SPECIAL EDUCATION IN ALBERTA: BASIC FIGURES

Background

The **School Jurisdiction Profile: Special Education** was completed by school jurisdictions, E.C.S. private operators, and private schools early in 1989. The purpose of the Profile is to consolidate information on current special education programs in order to develop a provincial "picture" or overview of special education students. The results are based upon a return rate from school jurisdictions of 77.1%. This represents 87.9% of Alberta students enrolled in Grades 1-12 inclusive. Enrolments used are those received from Alberta Education Information Services and are based on the September 30, 1988 count. The analyses are based upon 111 returns from school jurisdictions out of a possible 144.

Special Education, for the purposes of the **School Jurisdiction Profile: Special Education**, includes programs for exceptional students. These are students who are statistically at both ends of the normal distribution curve. Exceptional students **include** those who are educationally disabled (Grades 1-12) and those who are gifted and talented (Grades 1-12). Educationally disabled students are those who are dependent mentally handicapped, severely behaviorally disordered, multi-handicapped, severely physically handicapped (including neurological disorders, deaf, blind), and those with moderate to mild handicaps such as trainable mentally handicapped, educable mentally handicapped, behaviorally disordered, learning disabled, visually impaired (low vision), hearing impaired (hard-of-hearing), speech and language impaired and health impaired. Special Education also **includes** the components of E.C.S. (Early Childhood Services) that provides programs for exceptional children, i.e. P.U.G. - Program Unit Grants - for severely handicapped children and special needs grants for the moderately and mildly handicapped. Special Education **includes** institutionalized and homebound students and those disabled and institutionalized adult students on whose behalf Special Education Extension Grants are paid. Programs for students **excluded** from Special Education for the purposes of this report are E.S.L. (English as a Second Language), Native Education, regular students, as well as gifted and talented E.C.S. children, socio-economically or culturally disadvantaged students, and Vocational Education, including the Academic Occupational and Integrated Occupational Programs. Definitions of exceptional students are located in Appendix A.

The above inclusions/exclusions of Special Education programs for the purposes of this Profile are illustrated in Figure 1.

FIGURE 1

**Exceptional Students in the School Context:
Special Education Programs**

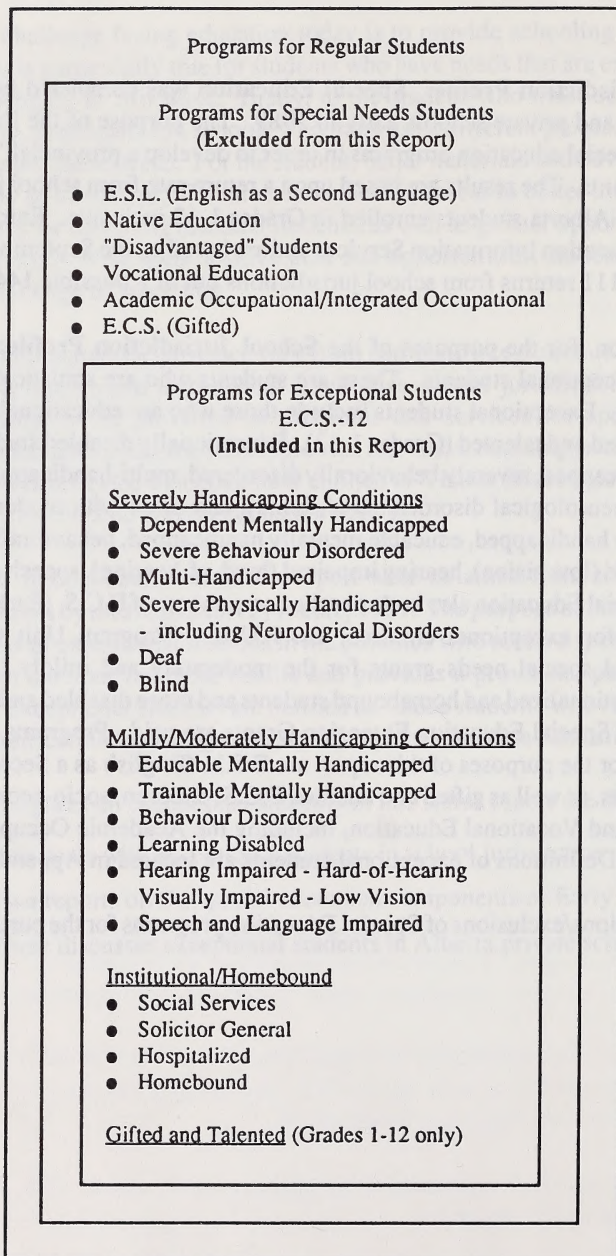
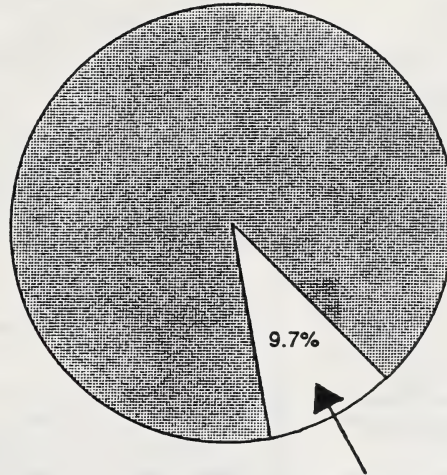




FIGURE 2
Special Education Students in Alberta
School Jurisdictions: Grades 1-12



Percentage of students
 receiving special education in
 school jurisdictions based on
 a 77.1% return rate

Comment

Figure 2 illustrates the percentage of Alberta students in grades 1-12 who receive special education programs. The 9.7% represents 36,727 students residing in the six education zones in Alberta.

Participating school jurisdictions by zone are located in Appendix B.

TABLE 1
Numbers and Percentages of Alberta Students in Grades 1-12
Receiving Special Education Programs

EXCEPTIONALITIES	ELEM. (1-6)		JR. HIGH (7-9)		SR. HIGH (10-12)		TOTAL	
	N*	%**	N	%	N	%	N	%
SEVERE HANDICAPS								
Dependent Mentally Handicapped	295	(0.15)	110	(0.12)	76	(0.08)	481	(0.13)
Severe Behaviour Disorder	427	(0.22)	180	(0.20)	61	(0.07)	668	(0.18)
Multi-Handicapped	271	(0.14)	84	(0.09)	42	(0.05)	397	(0.10)
Severe Physically Handicapped	252	(0.13)	98	(0.11)	47	(0.05)	397	(0.10)
Deaf	123	(0.06)	40	(0.04)	18	(0.02)	181	(0.05)
Blind	50	(0.03)	11	(0.01)	10	(0.01)	71	(0.02)
Subtotal	1,418	(0.72)	523	(0.58)	254	(0.27)	2,195	(0.58)
MILD/MODERATE HANDICAPS								
Trainable Mentally Handicapped	403	(0.20)	170	(0.19)	183	(0.20)	756	(0.20)
Educable Mentally Handicapped	1,882	(0.95)	945	(1.05)	606	(0.65)	3,433	(0.90)
Behaviour Disordered	419	(0.21)	301	(0.34)	63	(0.07)	783	(0.21)
Learning Disabled	10,841	(5.48)	3,484	(3.88)	740	(0.80)	15,065	(3.96)
Hearing Impaired/Hard-of-Hearing	361	(0.18)	108	(0.12)	65	(0.07)	534	(0.14)
Visually Impaired/Low Vision	83	(0.04)	37	(0.04)	20	(0.02)	140	(0.04)
Speech and Language Impaired	2,980	(1.51)	168	(0.19)	49	(0.05)	3,197	(0.84)
Subtotal	16,969	(8.58)	5,213	(5.80)	1,726	(1.86)	23,908	(6.29)
INSTITUTIONAL/HOMEBOUND								
Social Services	51	(0.03)	67	(0.07)	28	(0.03)	146	(0.04)
Solicitor General	4	(0.002)	39	(0.04)	42	(0.05)	85	(0.02)
Hospitals	6	(0.003)	1	(0.001)	56	(0.06)	63	(0.02)
Homebound	45	(0.02)	34	(0.04)	6	(0.01)	85	(0.02)
Subtotal	106	(0.05)	141	(0.16)	132	(0.14)	379	(0.10)
OTHER								
Disabled adult students (Specify)***	0 337	(0.17)	0 304	(0.34)	8 206	(0.22)	8 847	(0.002) (0.22)
Subtotal	337	(0.17)	304	(0.34)	214	(0.23)	855	(0.22)
Gifted and Talented	5,151	(2.60)	2,817	(3.14)	1,422	(1.54)	9,390	(2.47)
Subtotal							9,390	(2.47)
Total Number of Exceptional Students	23,981		8,998		3,748		36,727	
Total School Jurisdiction Enrolments	197,886		89,823		92,565		380,274	
Percentage of Exceptional Students		(12.1)		(10.0)		(4.1)		(9.7)

* Number of Students

** Percentage of students

*** Includes students from resource rooms, home schooling, program for unwed mothers, and programs for underachievers

Table 1 indicates the numbers and percentages of students (Grades 1-12) receiving special education programs throughout the province. Specific handicapping conditions are listed and reported figures are provided for each of the three levels of the school system, i.e. elementary (Grades 1-6), junior high (Grades 7-9), and senior high (Grades 10-12). The 9.7 percent statistic represents 36,727 students in Alberta receiving special education programs and services.

TABLE 2

Categories	Numbers	Percentages
Mild/Moderate Handicaps	23,908	6.3%
Gifted and Talented	9,390	2.5%
Severe Handicaps	2,195	0.6%
Others	855	0.2%
Institutional/Homebound	379	0.1%
Total	36,727	9.7%

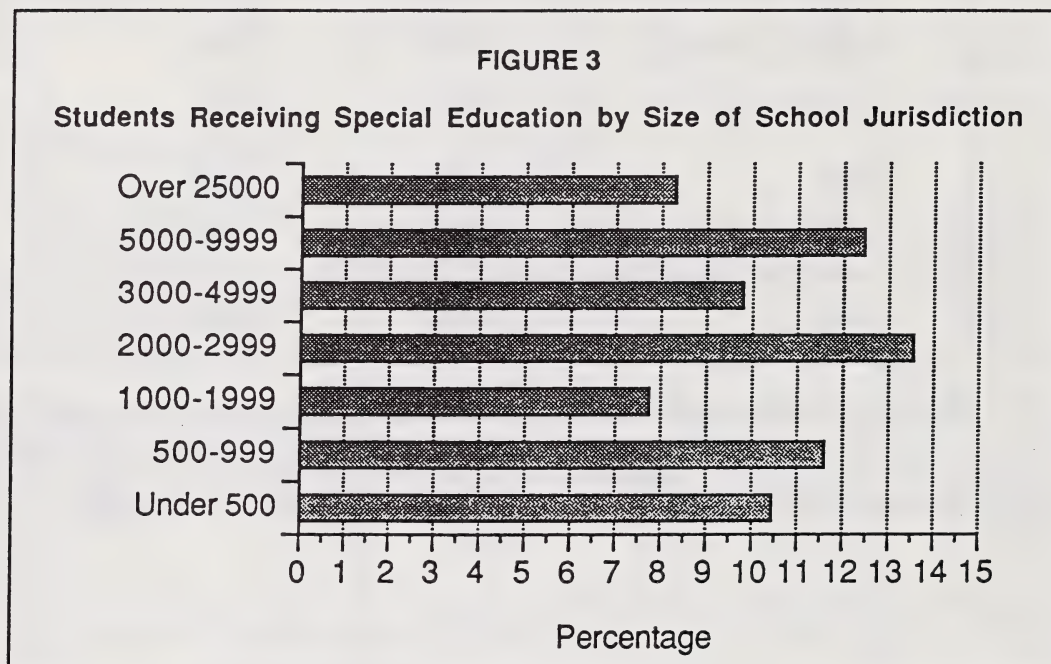
All the handicapping conditions displayed in Table 1 have been divided into five categories shown above in Table 2. The majority of the graphs which will follow use these five categories of handicapping conditions to describe the results. Table 2 above shows the specific numbers and percentages of special education students in order of magnitude across these five major categories of exceptionality.

SOME INTERESTING COMPARISONS

A. Students Receiving Special Education By Size of School Jurisdiction

Background

One method of analyzing the results is to compare the size or population of the school jurisdiction. Seven arbitrary groups were established according to the school population of that jurisdiction. For example, the over-25,000 category includes the Edmonton Public School Board, Edmonton Catholic School Board, Calgary Public School Board and Calgary Separate School Board. Appendix C lists the school jurisdictions in the seven population categories.



Comment

Figure 3 above illustrates the percentages of students receiving special education programs based upon school jurisdiction enrolments. The relative percentages represent all three levels of the school jurisdiction. For example, it shows that school jurisdictions that have enrolments between 2,000-2,999 serve 13.6% of their students.

Table 8 in Appendix D displays actual numbers and percentages of exceptional students according to the seven enrolment categories.

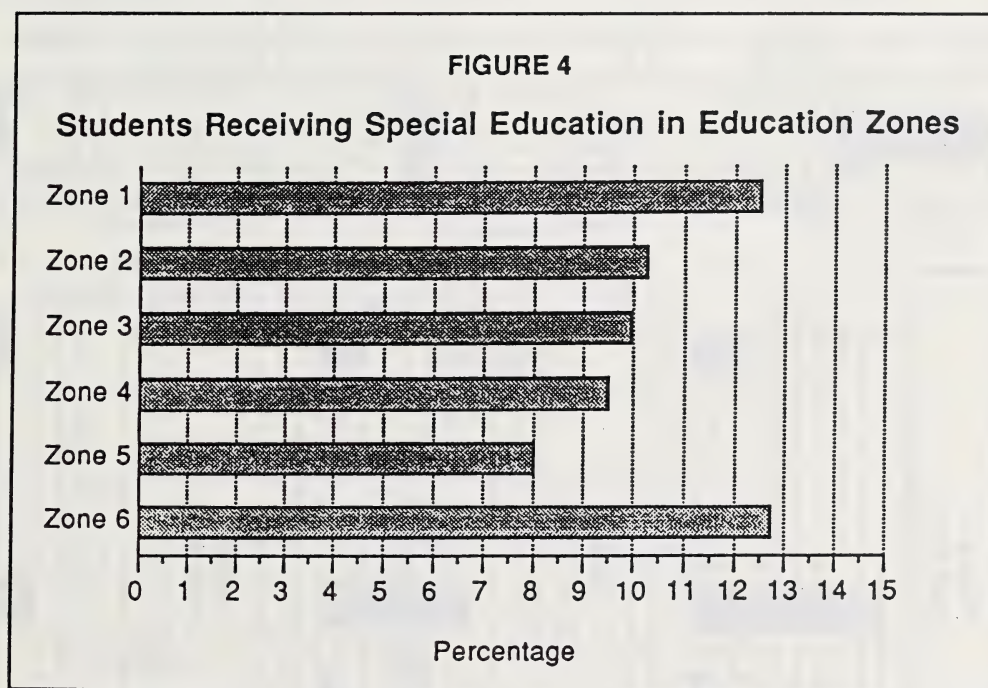
B. Students Receiving Special Education By Education Zones in Alberta

Background



This section is organized in a similar way as the preceding section and provides information on special education according to education zone. School jurisdictions are organized geographically into education zones designated by Alberta Education. Appendix B lists school jurisdictions by education zone.

Figure 4 below illustrates the percentage of students who receive special education programs in each of the six (6) Education Zones.



Numbers and percentages of specific exceptionalities for each Education Zone are located in Appendix E.

Categories of exceptionality served by each Education Zone are depicted in the figures on the next page.

CATEGORIES OF EXCEPTIONALITIES SERVED BY EDUCATION ZONE

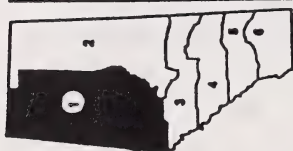


Figure 5
ZONE ONE

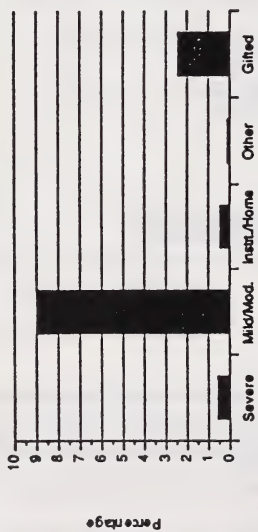


Figure 6
ZONE TWO

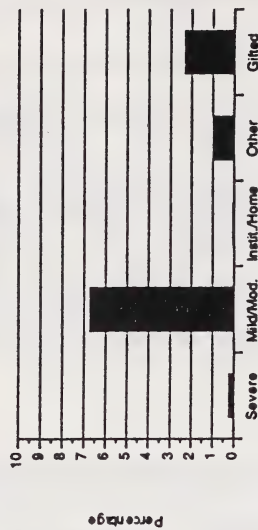


Figure 7
ZONE THREE

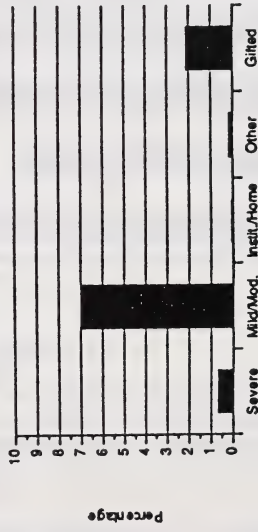


Figure 8
ZONE FOUR

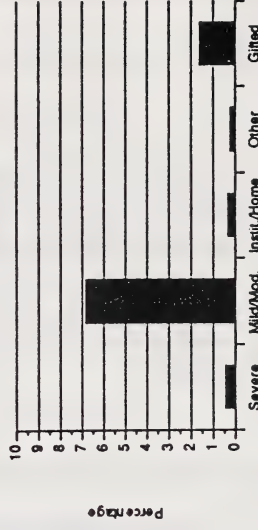


Figure 9
ZONE FIVE

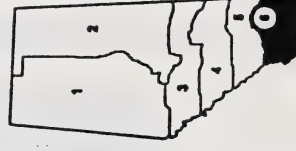
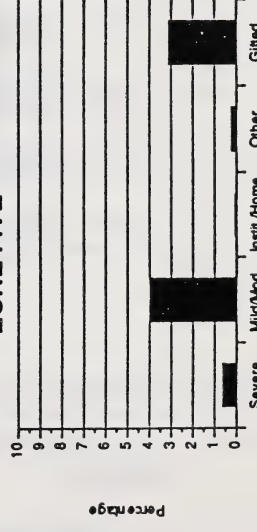
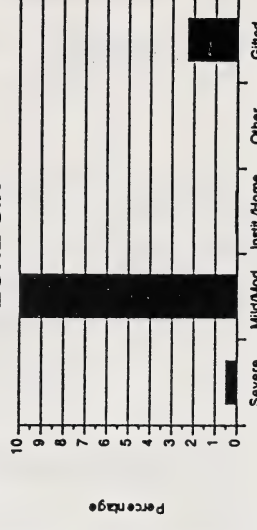


Figure 10
ZONE SIX



RESIDENT AND NON-RESIDENT SPECIAL EDUCATION STUDENTS

TABLE 3

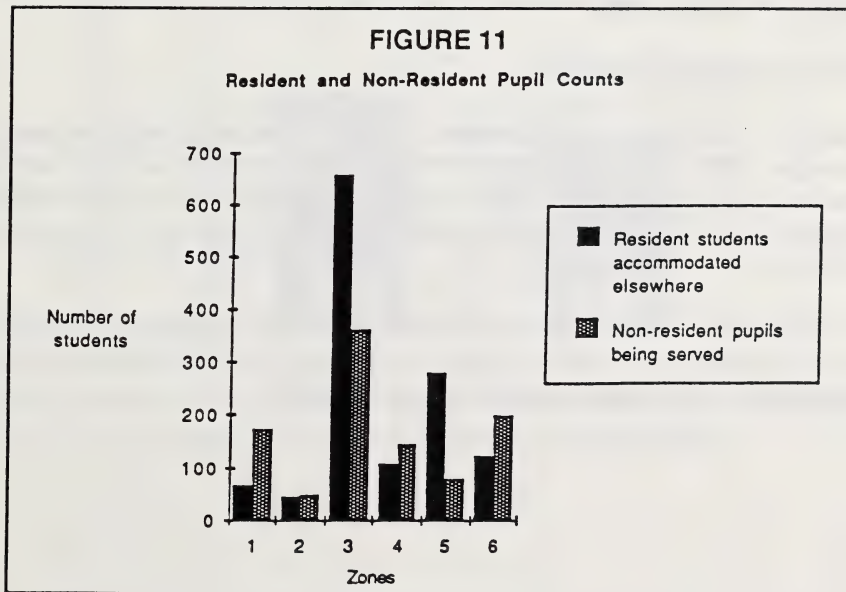
Education Zones	Resident Students* of School Jurisdictions Accommodated Elsewhere	Non-resident Students** Served by School Jurisdictions
Zone 1	66	171
Zone 2	42	48
Zone 3	656	359
Zone 4	106	144
Zone 5	278	77
Zone 6	121	198
Provincial Total	1,269	997

* Resident students are those directed to be educated outside of the home school jurisdiction by tuition arrangement.

** Non-resident students are those from outside the system who are accepted to be educated by tuition arrangement.

Table 3 displays the reported number of resident and non-resident exceptional students in each education zone. School jurisdictions in Zone 3 report the greatest number of resident students accommodated elsewhere and also the largest number of non-resident students served by the school jurisdictions located in Zone 3.

Figure 11 illustrates this finding dramatically.



REPORTED NUMBERS OF SPECIAL EDUCATION TEACHERS BY EDUCATION ZONE

TABLE 4

Reported Numbers of Special Education Teachers* by Education Zone

Zone	Elementary	Junior High	Senior High	Total
One	55.6	20.0	8.4	84.0
Two	55.1	25.8	8.1	89.0
Three	258.9	82.3	32.7	373.9
Four	88.5	40.0	35.9	164.4
Five	314.0	141.9	90.1	546.0
Six	124.7	47.0	19.1	190.8
Total	896.8	357.0	194.3	1448.1

* Full-Time Equivalent

Table 4 above indicates the number of Full-Time Equivalent Special Education teachers in the province by education zone. This table is presented only to display a direction in the number of special education teachers in the province and is not considered definitive. It was difficult for some large school jurisdictions to identify the numbers of staff involved in providing special education. This table does not include the number of teacher-aides.

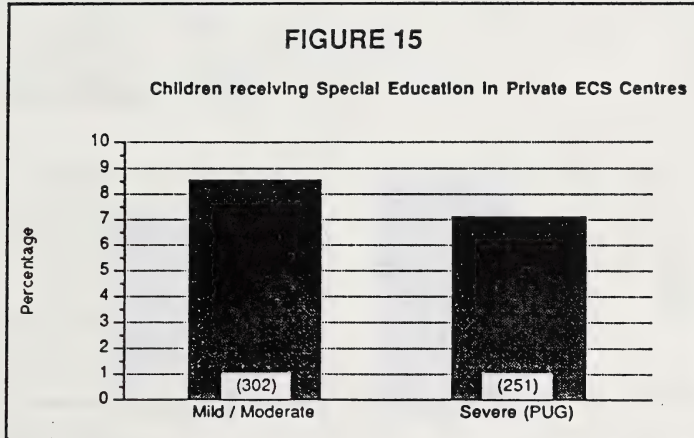
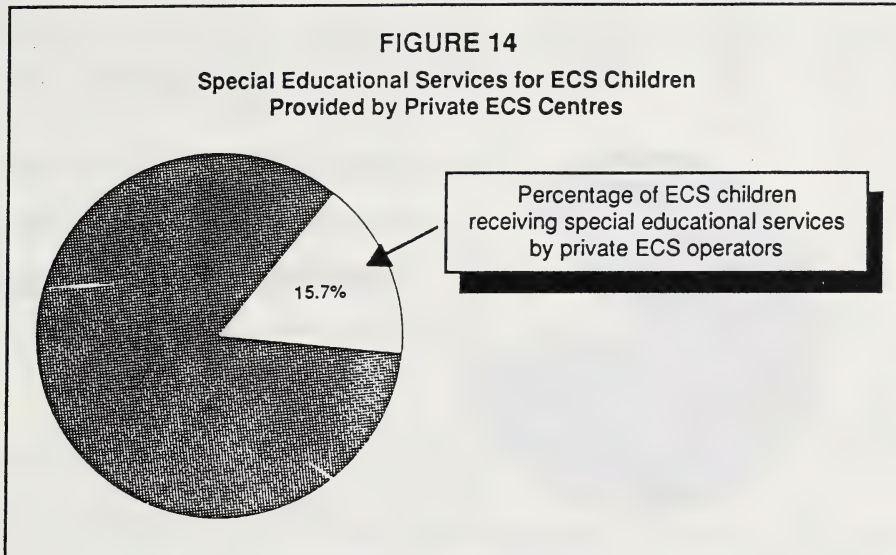
Support Services for Special Education

In addition to the teaching staff indicated above, local school jurisdictions obtain additional services from support staff. The reported number of support staff was 809.9 across Alberta but these are "soft" figures and are provided only to give some idea of other staff involved in special education. In many cases, numbers were not reported since school jurisdictions in rural areas often utilize services as required from the local health unit as well as consultants from the Regional Offices of Education.

The total number of reported support staff (809.9) includes a large number of school counsellors, psychologists, and resource room teachers. Other reported support staff include social workers, reading consultants, interpreters, physiotherapists, and behaviour consultants.

Private E.C.S. Centres

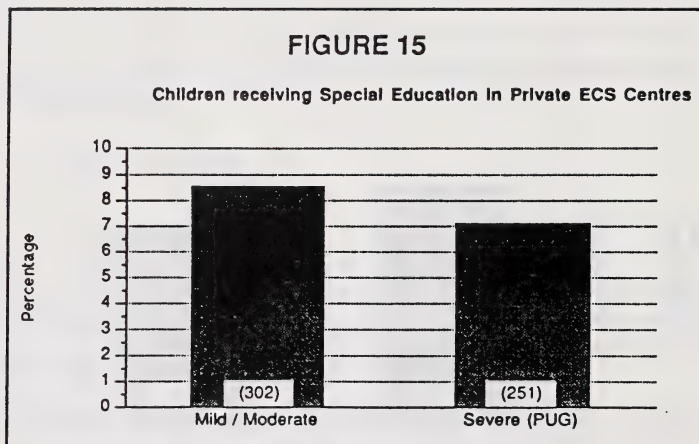
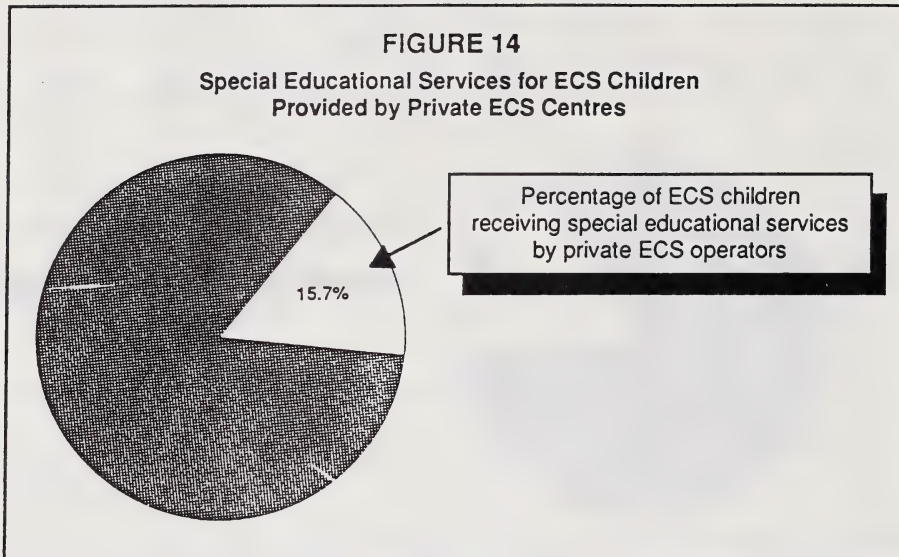
Private E.C.S. operators participating in this report are listed in Appendix F. Of 218 E.C.S. private operators in the province, 34.4% responded to the E.C.S. Private Operators' Profile: Special Education.



8.6% or 302 children receive special assistance or services in the mild/moderate handicap category. 7.1% or 251 children receive special programs in the severe handicap category.

Private E.C.S. Centres

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8.6% or 302 children receive special assistance or services in the mild/moderate handicap category. 7.1% or 251 children receive special programs in the severe handicap category.

SECTION THREE: Exceptional Students in Private Schools

SPECIAL EDUCATION IN PRIVATE SCHOOLS

Basically, special education in private schools can be divided into two categories, i.e., those dedicated totally to special education students and those for "regular" students. Participating private schools in this report are listed in Appendix G.

Private Schools Dedicated to Special Education Students

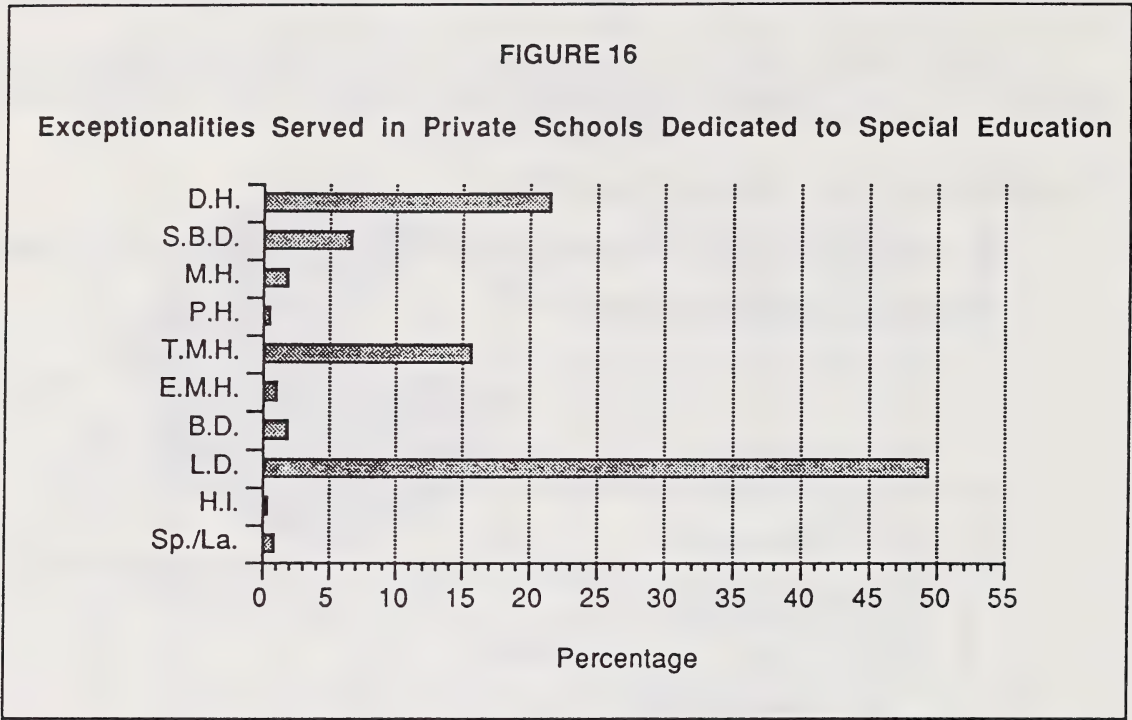
Seven (7) private schools reported special programs for exceptional students as shown in Table 5.

TABLE 5

Numbers of Special Education Students in Private Schools Dedicated to Special Education

	EXCEPTIONALITIES	ECS	ELEM	JR. HIGH	SR. HIGH	TOTAL
E.C.S.	Mild/Moderate PUG (severely handicapped)	51 76				
Severe Handicaps	Dependent Mentally Handicapped		40	19	22	81
	Severe Behaviour Disorder		9	14	2	25
	Multi-Handicapped		7			7
	Severe Physically Handicapped incl. Neurological Disorder		1	1		2
	Deaf Blind					
Mild/Moderate Handicaps	Trainable Mentally Handicapped		31	9	19	59
	Educable Mentally Handicapped			1	3	4
	Behaviour Disordered		4	3		7
	Learning Disabled		33	109	44	186
	Hearing-Impaired/Hard-of-Hearing		1			1
	Visually-Impaired/Low Vision Speech and Language Impaired		2		1	3
Institutional/ Homebound	Social Services Solicitor General Hospitals Homebound					
Other	Special Education Extension Grant Disabled Adults (Specify)				2	2
	Gifted and Talented					
	Total	127	128	156	93	377

Figure 14 below illustrates the percentages of various categories of exceptionality in private schools dedicated to special education. It is obvious that most private schools dedicated to special education serve students with learning disabilities.



- Key:
- | | |
|---|--|
| D.H. - Dependent Handicapped | S.B.D. - Severe Behavior Disorder |
| M.H. - Multi-Handicapped | P.H. - Physically Handicapped |
| T.M.H. - Trainable Mentally Handicapped | E.M.H. - Educable Mentally Handicapped |
| B.D. - Behavior Disordered | L.D. - Learning Disabled |
| H.I. - Hearing Impaired | Sp./La. - Speech and Language Impaired |

Private Schools

Fifty other private schools responded to the **Private School Profile: Special Education**. This constitutes 30% of registered and approved private schools in Alberta and represents 46% of the total student enrolment in private schools.

Figure 15 illustrates the percentage of students (3.9%) receiving a special education program in a private school that is not exclusively dedicated to special education.

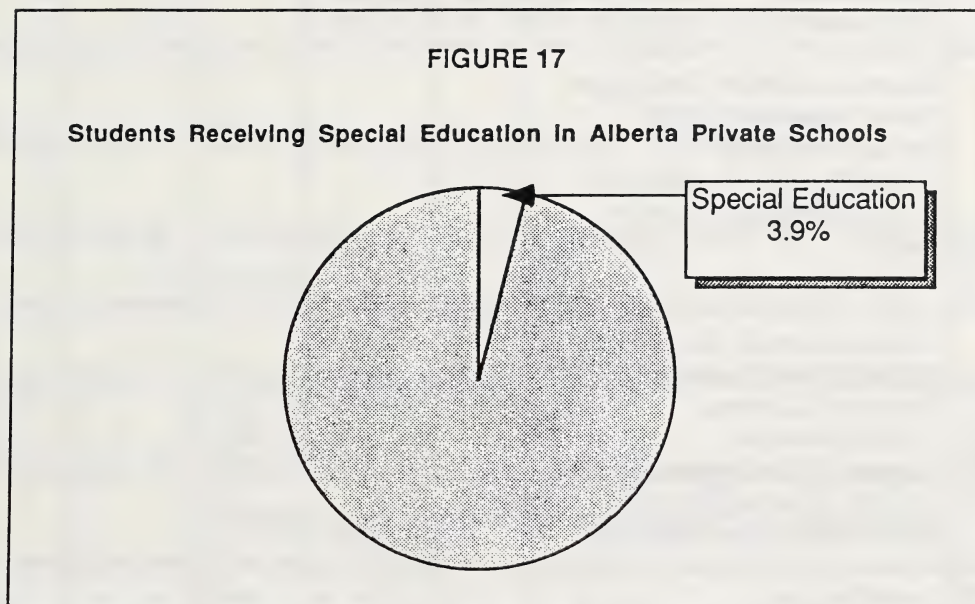


Table 6 on the following page displays numbers of students in various categories receiving special education programs. Those students considered to be either learning disabled or gifted and talented constitute the largest groups receiving special education.

TABLE 6

Numbers of Students Receiving Special Education Programs in Private Schools

	EXCEPTIONALITIES	ECS	ELEM	JR. HIGH	SR. HIGH	TOTAL
E.C.S.	Mild/Moderate PUG (severely handicapped)	28 4				
Severe Handicaps	Dependent Mentally Handicapped Severe Behaviour Disorder Multi-Handicapped Severe Physically Handicapped incl. Neurological Disorder Deaf Blind		1 4 4 1	1		2 4 4 1
Mild/Moderate Handicaps	Trainable Mentally Handicapped Educable Mentally Handicapped Behaviour Disordered Learning Disabled Hearing-Impaired/Hard-of-Hearing Visually-Impaired/Low Vision Speech and Language Impaired		2 5 9 93 2 12	2 3 13	5	2 7 12 111 2 12
Institutional/ Homebound	Social Services Solicitor General Hospitals Homebound		1 1	6		7 1
Other	Special Education Ext. Grant Disabled Adults (Specify)					
	Gifted and Talented		14	24	26	64
	Total	32	149	49	31	229

APPENDICES

Appendix A - Definitions of Exceptional Students

Appendix B - Participating School Jurisdictions by Education Zone

Appendix C - Participating School Jurisdictions By Enrolments

Appendix D - Table 7 - Numbers and Percentages of Exceptional Students in School Jurisdictions by Enrolment

Appendix E - Table 8 - Numbers and Percentages of Students Receiving Special Education by Education Zones

Appendix F - Participating E.C.S. Private Operators

Appendix G - Participating Private Schools

Appendix A

DEFINITIONS OF EXCEPTIONAL STUDENTS

Exceptional Students



Appendix A

DEFINITIONS OF EXCEPTIONAL STUDENTS

I. E.C.S. SPECIAL EDUCATION CHILDREN

Child refers to a person who attends an Early Childhood Services program, whose parent or guardian is ordinarily resident in Alberta, and whose age is as indicated in the table below.

For entry into an E.C.S. Program,	the minimum age of the child on September 1 of program year must be the greater of
Severely Disabled Child Hearing Impaired Child	2 years, 6 months or 3 years less than minimum school age*
Mildly or Moderately Disabled Child	3 years, 6 months or 2 years less than minimum school age*
Regular Program Child	4 years, 6 months or 1 year less than minimum school age*
Developmentally Immature Child	5 years, 6 months or Minimum school age*

or as determined by the Assistant Deputy Minister (Program Delivery) in special circumstances.

* The younger of the school entrance age as set

i) by the **board** of the district, division, or county in which the parents or guardians of the child reside,
or

ii) in the Act.

This definition does not include an **Indian** for whom the **operator** receives payment from the Government of Canada.

A **child** can only be counted by **ONE operator**.

(a) Mildly/Moderately Handicapped Children

Mildly/moderately disabled child is one who is assessed as mildly or moderately mentally retarded, visually impaired, learning disabled, emotionally disabled or physically handicapped.

(b) Severely Handicapped Children (P.U.G.)

Criteria for Determining Eligibility for Program Unit Grant

1. Descriptions of Handicapping/Disabling Conditions

(a) Deafness

- (1) Congenital conductive and/or sensorineural hearing loss resulting in “clinical” deafness.
- (2) Absence of speech and severe communication problems preclude hearing as a learning mode.
- (3) Characteristics of severe emotional disturbance arising from frustration and isolation.
- (4) Presence of autistic-like behaviours.

(b) Blindness

- (1) Visual impairment results in “legal” blindness which optical aids will not correct sufficiently to provide any useful vision.
- (2) Characteristics of severe emotional disturbance arising from frustration and isolation.
- (3) Presence of tactile defensiveness.

(c) Physical Disability

Normal body movement and function impeded or prevented by physical and/or medical disorders such as:

- (1) genetic absence of limbs
- (2) paraplegia/quadriplegia
- (3) generalized hypotonia
- (4) spina bifida
- (5) incontinence
- (6) progressive debilitating disease such as arthritis or cancer
- (7) trauma as a result of extreme injury such as third-degree burns or car accident
- (8) uncontrolled or poorly controlled grand mal seizures
- (9) delicate health (sometimes referenced as medical fragility).

(d) Multiple Disabilities

- (1) Effects of multiple disabilities result in a functioning level as low or lower than that which is associated with a severe primary disability such as blindness, deafness or severe spastic quadriplegia.
- (2) The combined effect of two or more disabling conditions resulting in a high level of dependency.

(e) Dependent Handicap

- (1) Extreme difficulty in dealing intelligently with any aspect of the environment.
- (2) Inability to initiate meaningful play.

(f) **Severe Expressive and/or Receptive Language Delay**

- (1) Little, if any, expressive or receptive communication skills.
- (2) Autistic characteristics, extreme hyperactivity, perseveration, echolalia, and/or aphasic behaviours.

(g) **Severe Behavioural Disorder**

- (1) Bizarre behaviours including self-stimulation, self-inflicted injury, hallucination and/or destructiveness, high levels of distractibility and/or destructive behaviour.
- (2) Presence of autistic-like behaviours, perseveration, echolalia and/or aphasic behaviours.

The above definitions were excerpted from relevant E.C.S.
sections in the **School Grants Manual (1987 07 15)**.

II. GRADES 1-12 SPECIAL EDUCATION STUDENTS

SEVERELY HANDICAPPING CONDITIONS

1. Dependent Mentally Handicapped

Constant supervision and assistance are required in self-care, motor skills, communication, and other aspects of daily living, due to mental disability.

2. Severe Behavioural Disorder

Clinically diagnosed disorders requiring constant supervision that result in severe maladaptive behaviour, such as chronic self-stimulation, dangerous aggressiveness, destructiveness, and/or impulsiveness.

3. Multi-Handicapped

Severely handicapped as a result of two or more disabling conditions, the effects of which result in a functioning level as low or lower than that which is associated with a severe primary disability, and which results in a very high level of dependency. (Examples of this category are Visually Impaired-Mentally Handicapped, Visually Impaired-Hearing Impaired.)

4. Severe Physically Handicapped - Including Neurological Disorders

Normal body movements and functions are impeded or prevented by physical incapacity and/or medical conditions so that attendance in an educational program requires extensive assistance.

5. Deaf

An average hearing loss of at least 70 decibels unaided in the better ear over the normal range of speech which precludes hearing as a learning mode.

6. Blind

Visual acuity is 20/200 (6/60 metric) or less in the better eye with correction or; a field of vision limited to an angle of 10 degrees or less in one eye or; 20 degrees in both eyes or; a CNIB registration number.

MILDLY/MODERATELY HANDICAPPING CONDITIONS

7. Trainable Mentally Handicapped (T.M.H.) Student

The student who is trainable mentally handicapped is one who is very unlikely to make meaningful achievement in the traditional academic subjects, but who is capable of profiting from instruction in living/vocational skills. He may require consistent and continuous supervision of his activities for life.

Any student enrolled in a special program for trainable mentally handicapped students should:

- a) have an intelligence quotient in the range of approximately 30 to 50 ± 5 as measured on an individual intelligence test;
- b) have an adaptive behavior score equivalent to the moderately retarded level on an adaptive behaviour scale, e.g. American Association on Mental Deficiency Adaptive Behavior Scale, Progress Assessment Chart, Vineland;
- c) have demonstrated an inability to function on an acceptable level academically and/or socially within a regular or educable mentally handicapped classroom;
- d) be able to function with some independence in small groups without custodial care.

Approved by Alberta Education, May 1983.

8. Educable Mentally Handicapped (E.M.H.) Student

The student who is educable mentally handicapped is one who is usually significantly behind others at his grade level in reading, arithmetic, and other academic subjects. It is generally the case that the E.M.H. student falls further behind his "normal" classmates each year. Upon leaving school, the majority should be able to hold a job, manage their affairs, and otherwise provide for themselves and their family.

Any student enrolled in a special program for educable mentally handicapped students should:

- a) have an intelligence quotient in the range of 50 to 75 ± 5 as measured on an individual intelligence test;
- b) have demonstrated an inability to function on an acceptable level academically and/or socially within the regular classroom.

9. The Behaviour Disordered

Generally, behaviour disorders are the result of conflict between the student and the environment, and occur when students respond to their educational environment in ways which deviate significantly from age-appropriate expectations and interfere with their own learning and/or that of others. Qualitatively described, they can be "Mild", "Moderate", or "Severe" in terms of the extent to which they disrupt the student's educational program.

There is no magic formula a teacher or resource person can use to define a behaviour disorder, either in terms of existence or severity. The definition and identification of a behavior disorder will always be partly objective (what is actually happening that can be verified by more than one person) and partly subjective (what is perceived to be happening by a single observer). This depends on the observations as well as the values, mood, and tolerance level of the teacher. One teacher's definition of behaviour disorder may be another teacher's definition of a praiseworthy act by the student(s). For example, one teacher may not accept any arguing from students, while another may reinforce students by arguing (within reason) to support their point of view.

Typically, behaviour disorders are characterized by a number of traits:

1. the demonstration of an **inability** to establish or maintain **satisfactory relationships** with peers or adults;
2. the demonstration of a general mood of unhappiness or **depression**;
3. the demonstration of **inappropriate behaviour** or feelings under ordinary conditions;
4. the demonstration of continued **difficulty** in **coping** with the **learning situation** in spite of remedial intervention;
5. the demonstration of **physical symptoms** or fears associated with **personal** or **school problems**;
6. the demonstration of **difficulties** in accepting the **realities** of **personal responsibility** and **accountability**;
7. the demonstration of **physical violence toward other persons** and/or **physical destructiveness toward the environment**.

Approved by Alberta Education, 1986.

10. The Learning Disabled

The term "learning disability" refers to any one of a heterogeneous group of chronic disorders that may be based on either an identifiable or inferred central nervous system dysfunction. These disorders may be manifested by difficulties in one or more processes such as attention and concentration, perception, coordination, memory, reasoning, organization, and planning. This results in demonstrable weaknesses in language arts, mathematics, and/or social competence.

Learning disabilities may affect anyone. However, if a student is underachieving relative to his or her learning potential, and has no sensory impairment, no motor impairment, adequate motivational and learning opportunities, and an adequate learning environment, then learning disabilities are considered the primary disabling condition.

For the majority of students with learning disabilities, modification of the instructional process and/or the learning environment is required to meet their unique learning needs. In some instances, the use of a specific curriculum, directed to a student's needs and abilities, may be required.

Students with learning disabilities exhibit one or more of the following characteristics:

- disorganization
- distractibility
- weak habits
- hyperactivity or hypoactivity
- impulsivity
- inflexibility
- perseveration
- weak social relationships

Learning disabilities also refers to deficit functioning in one or more learning processes, i.e. auditory and visual receptive channels, and verbal and written expressive channels.

Approved by Alberta Education, 1986.

11. The Hearing Impaired - Hard-of-Hearing

Hearing problems which interfere with learning in any way are classified as hearing impairments. A hearing impaired student is one who has a hearing loss which interferes with his or her acquisition or maintenance of auditory skills necessary to develop speech and language. This includes children who are hearing impaired at birth and those who develop hearing problems later.

Hearing Impaired Student:

Hard-of-Hearing Student: The student will have an average hearing loss of 25 decibels or more unaided over the speech range.

Approved by Alberta Education, May 1983.

12. The Visually Impaired - Low Vision

Visually Impaired Student: The student who is visually impaired is one whose visual condition is such that it interferes with the ability to learn unless educational adaptations are made.

Low Vision Student: The student will have visual acuity of less than 20/70 (6/21 metric) in the better eye after correction but more than 20/200 (6/60 metric).

Approved by Alberta Education, May 1983.

13. The Speech and Language Impaired

Speech Impaired Student: The student who is speech impaired has speech which deviates so far from the speech of others that it calls attention to itself, interferes with communication, or causes maladjustment.

A communication impairment refers to disorders in comprehension and/or use of language/articulation voice and fluency skills.

Language Disorders

Language disorders encompass problems in semantics (word meanings), syntax (grammatical patterns), morphology (word order) and certain aspects of phonology (speech sounds).

Articulation Disorders

Articulation disorders are problems with speech sound production and their integration. They are characterized by substitutions, distortions, omissions, and additions.

Voice Disorders

Voice disorders include problems in vocal production and control characterized by differences and deviations in pitch, loudness, quality, and prosody (including rate), which are inappropriate for the student's age and sex.

Fluency Disorders

Fluency disorders are problems in maintaining speech flow due to interferences such as repetitions, prolongations, hesitations, broken words, revisions, or extraneous movements.

Approved by Alberta Education, May 1983.
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INSTITUTIONAL/HOMEBOUND

This category includes students of legal school age (ages 6-15 inclusive) who require educational services in a non-school environment such as a group home, correctional institution, hospital, or home.

14. Social Services

Students may be placed in a group home or some other special setting by Alberta Social Services.

15. Solicitor General

Students who have committed an offence under the law are placed in a detention centre or some other legal setting.

16. Hospitals

Students who are receiving treatment in a hospital setting.

17. Homebound

Students who may be medically fragile or who are homebound for other reasons.

OTHER

18. Special Education Extension Grants - Disabled Adults

This category is to account for those disabled adult students (age 20 years and older) on whose behalf Alberta Education Extension Grants are paid to the local school board.

19. (Specify)

This category allows school jurisdictions to specify a category that reflects local circumstances.

20. Gifted and Talented

In 1983, the **Report of the Minister's Task Force on Gifted and Talented Pupils**, commissioned by Alberta Education, adopted a two-part definition which stated:

Gifted and talented pupils are those who by virtue of outstanding abilities are capable of exceptional performance. These are children who require differentiated provision and/or programs beyond the regular school program to realize their contribution to self and society.

Children capable of exceptional performance include those with demonstrated achievement and/or potential ability in one or several areas:

- a. general intellectual ability,
- b. specific academic aptitude,
- c. creative or productive thinking,
- d. visual and performing arts.

However, since 1983, Alberta Education has added two other talent areas to the definition, namely leadership ability and psychomotor ability.

Categories of Giftedness: A Description

a) General Intellectual Ability

The student possessing general intellectual ability is consistently superior to other children in the school, to the extent that the student needs and can profit from specially planned educational services beyond those normally provided by the regular school program. Usually, this is the student who has a large storehouse of information about a wide variety of topics. The ability to abstract, generalize, and utilize high level thinking skills is common in this type of student.

b) Specific Academic Aptitude

The student possessing a specific academic aptitude is that child who in a specific subject area, is consistently superior to the aptitudes of other children in the school to the extent that the student needs, and can profit from, specially planned educational services beyond those normally provided by the regular school program. Generally, this is the student who has an inordinate strength in a specific area, such as mathematical reasoning.

c) Creative or Productive Thinking

The student who thinks creatively or productively is one who consistently engages in divergent thinking that results in unconventional responses to conventional tasks, to the extent that the student needs and can profit from specially planned educational services beyond those normally provided by the regular school program. Generally, this is the student who is unwilling to accept authoritarian pronouncements without critical examination.

d) Leadership Ability

The student possessing leadership ability is one who not only assumes leadership roles, but also is accepted by others as a leader, to the extent that the student needs and can profit from specially planned educational services beyond those normally provided by the regular school program. Generally, this is the student who can be counted upon to carry out tasks responsibly and adapts readily to new situations.

e) Visual and Performing Arts Ability

The student possessing visual and performing arts ability is that student who consistently creates outstanding aesthetic productions in graphic arts, sculpture, music, drama, or dance and can profit from specially planned educational services beyond those normally provided by the regular school program.

f) Psychomotor Ability

The student possessing psychomotor ability is one who consistently displays mechanical skills or athletic ability so superior to that of other children in the school that the student can profit from specially planned educational services beyond those normally provided by the regular school program. Generally, this is the student who has good control of body movement and excellent eye-hand coordination.

Approved by Alberta Education, 1986.

REFERENCES

ALBERTA EDUCATION DOCUMENTS

Educating Gifted and Talented Students in Alberta: A Resource Manual for Teachers. (1986).

Behaviour Disorders in Schools: A Practical Guide to Identification, Assessment, and Correction. (1986).

Learning Disabilities: A Resource Manual for Teachers. (1986).

Definitions of Handicapping Conditions: Special Educational Services. (1983).

Appendix B

PARTICIPATING SCHOOL JURISDICTIONS BY EDUCATION ZONE



Zone 4

County of Camrose #22
County of Flagstaff #29
County of Lacombe #14
County of Ponoka #3
County of Red Deer #23
County of Stettler #6
Camrose School District #1315
Red Deer School District #104

Stettler School District #1475
Camrose R.C.S.S.D. #60
Killam R.C.S.S.D. #49
Ponoka R.C.S.S.D. #95
Provost R.C.S.S.D. #65
Red Deer R.C.S.S.D. #17
Rocky Mountain House R.C.S.S.D. #131
Provost School Division #33

Zone 5

County of Mountain View #17
County of Wheatland #16
Calgary School District #19
Exshaw School District #1699
Assumption R.C.S.S.D. #50
Calgary R.C.S.S.D. #1
Drumheller R.C.S.S.D. #25

Acadia School Division #8
Drumheller Valley School Division #62
Foothills School Division #38
Mount Rundle School Division #64
Rocky View School Division #41
Starland School Division #30
Three Hills School Division #60

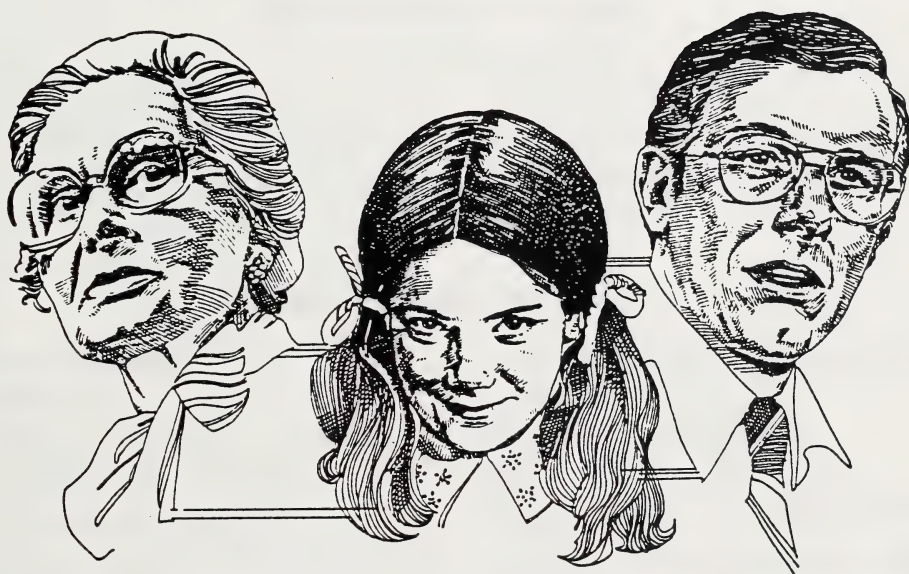
Zone 6

County of Forty Mile #8
County of Lethbridge #26
County of Newell #4
County of Vulcan #2
County of Warner #5
Ralston D.N.D. District #4981
Brooks School District #2092
Lethbridge School District #51
Medicine Hat School District #76
Redcliff School District #2283
Stirling School District #647

Waterton Park School District #4233
Bow Island R.C.S.S.D. #82
Coaldale R.C.S.S.D. #73
Lethbridge R.C.S.S.D. #9
Medicine Hat R.C.S.S.D. #21
Picture Butte R.C.S.S.D. #79
Taber R.C.S.S.D. #54
Cardston School Division #2
Cypress School Division #4
Pincher Creek School Division #29
Taber School Division #6

Appendix C

LISTING OF PARTICIPATING SCHOOL JURISDICTIONS BY ENROLMENTS



School Populations 25,000+

Calgary Board of Education
Calgary R.C.S.S.D. #1

Edmonton Public School District #7
Edmonton Catholic Schools

School Populations 5,000 - 9,999

County of Parkland #31
County of Red Deer #23
Lethbridge School District #51
Medicine Hat School District #76

Red Deer Public School District #104
Rocky View School Division #41
St. Albert Protestant Board of Education

School Populations 3,000 - 4,999

Cardston School Division #2
County of Grande Prairie #1
County of Lacombe #14
County of Leduc #25
County of Mountain View #17

Foothills School Division #38
Fort McMurray Roman Catholic Schools
Grande Prairie School District #2357
Sturgeon School Division #24
St. Albert School District #3

School Populations 2,000 - 2,999

Brooks School District #209
County of Barrhead #11
County of Lac Ste. Anne #28
County of Lethbridge #26
County of Ponoka #3
County of Vermilion River #24
County of Wetaskiwin #10
County of Wheatland #16
Lac La Biche School Division #51
Leduc School District #297

Lethbridge Roman Catholic Separate School
District #9
Northland School Division #61
Peace River School Division #10
Red Deer Roman Catholic Separate School
District #17
Sherwood Park Catholic School District #105
Taber School Division #6
Twin Rivers School Division #65
Wetaskiwin School District #264

School Populations 1,000 - 1,999

Camrose School District #1315
County of Athabasca #12
County of Beaver #9
County of Camrose #22
County of Flagstaff #29
County of Lamont #30
County of Newell #4
County of St. Paul #19
County of Vulcan #2
County of Warner #5
Drumheller Valley School Division #62

East Smoky School Division #54
Fairview School Division #50
Grande Prairie R.C.S.S.D. #28
Lakeland R.C.S.S.D. #150
Medicine Hat R.C.S.S.D. #21
Pincher Creek School Division #29
Stettler School District #1475
Three Hills School Division #60
Thibault Roman Catholic Public School District #35
Whitecourt School District #2736

School Populations 500 - 999

Acadia School Division #8
County of Forty Mile #8
County of Smoky Lake #13
County of Stettler #6
County of Thorhild #7
County of Two Hills #21
Cypress School Division #4
Devon School District #4972

Grande Cache School District #5258
Leduc R.C.S.S.D. #132
Medley School District #5029
Mount Rundle School Division #64
North Peace R.C.S.S.D. #43
Provost School Division #33
Redcliff School District #2283
St. Paul School District #2228

School Populations Under 500

Assumption R.C.S.S.D. #50
Beaverlodge R.C.S.S.D. #68
Bow Island R.C.S.S.D. #82
Camrose R.C.S.S.D. #60
Canadian Forces Base Edmonton #4986
Coaldale R.C.S.S.D. #73
Drayton Valley R.C.S.S.D. #111
Drumheller R.C.S.S.D. #25
Edson R.C.S.S.D. #153
Exshaw School District #1699
Falher Consolidated School District #69
Fairview R.C.S.S.D. #35
Fort Vermilion R.C.S.S.D. #26
Glen Avon Protestant Separate School District #5
Jasper School District #3063
Killam R.C.S.S.D. #49
McLennan R.C.S.S.D. #30

Picture Butte R.C.S.S.D. #79
Ponoka R.C.S.S.D. #95
Provost R.C.S.S.D. #65
Ralston School District #4981
Rocky Mountain House R.C.S.S.D. #131
Sexsmith R.C.S.S.D. #51
Starland School Division #30
Stirling School District #647
Spirit River R.C.S.S.D. #36
Swan Hills School District #5109
Taber R.C.S.S.D. #54
Valleyview R.C.S.S.D. #84
Vermilion R.C.S.S.D. #97
Wainwright R.C.S.S.D. #31
Waterton Park School District #4233
Westlock R.C.S.S.D. #110
Wetaskiwin R.C.S.S.D. #15

Appendix D

NUMBERS AND PERCENTAGES OF EXCEPTIONAL STUDENTS IN OF SCHOOL JURISDICTIONS BY ENROLMENTS



TABLE 7 - Numbers and Percentages of Exceptional Students in School Jurisdictions By Enrolments

EXCEPTIONALITIES	25000+	5000-9999	3000-4999	2000-2999	1000-1999	500-999	Under 500	Total
	N %	N %	N %	N %	N %	N %	N %	N %
Severe Handicaps								
Dependent Mentally Handicapped	335 (0.17)	48 (0.10)	7 (0.02)	53 (0.12)	33 (0.10)	5 (0.04)	0	481 (0.13)
Severe Behaviour Disorder	409 (0.21)	130 (0.27)	46 (0.12)	57 (0.13)	12 (0.04)	10 (0.08)	4 (0.05)	668 (0.18)
Multi-Handicapped	208 (0.10)	59 (0.12)	47 (0.12)	27 (0.06)	24 (0.08)	24 (0.19)	8 (0.09)	397 (0.10)
Severe Physically Handicapped	245 (0.12)	46 (0.10)	47 (0.12)	30 (0.07)	11 (0.03)	16 (0.13)	2 (0.02)	397 (0.10)
Deaf	91 (0.05)	30 (0.06)	16 (0.04)	30 (0.07)	6 (0.02)	6 (0.05)	2 (0.02)	181 (0.05)
Blind	28 (0.01)	9 (0.02)	8 (0.02)	14 (0.03)	9 (0.03)	0	3 (0.03)	71 (0.02)
Subtotal	1316 (0.66)	322 (0.67)	171 (0.45)	211 (0.50)	95 (0.30)	61 (0.49)	19 (0.22)	2195 (0.58)
Mild/Moderate Handicaps								
Trainable Mentally Handicapped	447 (0.22)	108 (0.23)	51 (0.13)	79 (0.19)	46 (0.14)	15 (0.12)	10 (0.11)	756 (0.20)
Educable Mentally Handicapped	1648 (0.83)	396 (0.83)	451 (1.19)	603 (1.42)	221 (0.69)	73 (0.59)	41 (0.47)	3433 (0.90)
Behaviour Disordered	181 (0.09)	158 (0.33)	70 (0.19)	187 (0.44)	52 (0.16)	98 (0.79)	37 (0.42)	783 (0.21)
Learning Disabled	5912 (2.97)	1843 (3.84)	1669 (4.41)	2897 (6.83)	1464 (4.60)	707 (5.72)	573 (6.57)	15065 (3.96)
Hearing Impaired	352 (0.18)	14 (0.03)	10 (0.03)	131 (0.31)	9 (0.03)	14 (0.11)	4 (0.05)	534 (0.14)
Visually Impaired/Low Vision	84 (0.04)	10 (0.02)	0	28 (0.07)	14 (0.04)	2 (0.02)	2 (0.02)	140 (0.04)
Speech and Language Impaired	1553 (0.78)	782 (1.63)	102 (0.27)	462 (1.09)	84 (0.26)	165 (1.33)	49 (0.56)	3197 (0.84)
Subtotal	10177 (5.11)	3311 (6.9)	2353 (6.22)	4387 (10.34)	1890 (5.94)	1074 (8.69)	716 (8.21)	23908 (6.29)
Institutional/Homebound								
Social Services	6 (0.003)	40 (0.08)	28 (0.07)	72 (0.17)	0	0	0	146 (0.04)
Solicitor General	0	21 (0.04)	16 (0.04)	47 (0.11)	1 (0.003)	0	0	85 (0.02)
Hospitals	0	5 (0.01)	0	58 (0.14)	0	0	0	63 (0.02)
Homebound	42 (0.02)	8 (0.02)	6 (0.02)	25 (0.06)	1 (0.003)	3 (0.02)	0	85 (0.02)
Subtotal	48 (0.02)	74 (0.15)	50 (0.13)	202 (0.48)	2 (0.01)	3 (0.02)	0 (0)	379 (0.10)
Other								
Disabled Adults	6 (0.003)	0	0	0	0	2 (0.02)	0	8 (0.002)
Other	32 (0.02)	84 (0.18)	248 (0.66)	311 (0.73)	76 (0.24)	48 (0.39)	48 (0.55)	847 (0.22)
Subtotal	38 (0.02)	84 (0.18)	248 (0.66)	311 (0.73)	76 (0.24)	50 (0.40)	48 (0.55)	855 (0.22)
Gifted and Talented								
	4916 (2.47)	2169 (4.52)	888 (2.35)	636 (1.50)	406 (1.28)	247 (2.00)	128 (1.47)	9390 (2.47)
Total of Exceptional Students	16495	5960	3710	5747	2469	1435	911	36727
Total Enrolment	199162	47952	37831	42426	31825	12361	8717	380274
Percentage	(8.3)	(12.4)	(9.8)	(13.6)	(7.8)	(11.6)	(10.5)	(9.7)

Appendix E

NUMBERS AND PERCENTAGES OF STUDENTS RECEIVING SPECIAL EDUCATION BY EDUCATION ZONE



TABLE 8 - Numbers and Percentages of Students Receiving Special Education By Education Zones

EXCEPTIONALITIES	Zone 1 N %	Zone 2 N %	Zone 3 N %	Zone 4 N %	Zone 5 N %	Zone 6 N %	Total N %
<u>Severe Handicaps</u>							
Dependent Mentally Handicapped	22 (0.11)	3 (0.01)	149 (0.11)	15 (0.03)	250 (0.19)	42 (0.11)	481 (0.13)
Severe Behaviour Disorder	21 (0.11)	7 (0.03)	272 (0.19)	48 (0.16)	265 (0.20)	55 (0.15)	668 (0.18)
Multi-Handicapped	18 (0.09)	18 (0.09)	250 (0.18)	36 (0.12)	56 (0.04)	19 (0.05)	397 (0.10)
Severe Physically Handicapped	27 (0.14)	8 (0.04)	123 (0.09)	20 (0.07)	194 (0.15)	25 (0.07)	397 (0.10)
Deaf	14 (0.07)	5 (0.02)	121 (0.09)	7 (0.02)	14 (0.01)	20 (0.05)	181 (0.05)
Blind	5 (0.03)	2 (0.01)	37 (0.03)	8 (0.03)	4 (0.003)	15 (0.04)	71 (0.02)
Subtotal	107 (0.55)	43 (0.21)	952 (0.67)	134 (0.44)	783 (0.59)	176 (0.48)	2195 (0.58)
<u>Mild/Moderate Handicaps</u>							
Trainable Mentally Handicapped	28 (0.14)	35 (0.17)	322 (0.23)	51 (0.17)	249 (0.19)	71 (0.19)	756 (0.20)
Educable Mentally Handicapped	195 (0.99)	290 (1.44)	1305 (0.92)	284 (0.93)	1063 (0.81)	296 (0.80)	3433 (0.90)
Behaviour Disordered	88 (0.45)	69 (0.34)	240 (0.17)	64 (0.21)	219 (0.16)	103 (0.28)	783 (0.21)
Learning Disabled	1172 (5.98)	877 (4.36)	6371 (4.51)	1447 (4.76)	2745 (2.08)	2453 (6.65)	15065 (3.96)
Hearing Impaired	12 (0.06)	8 (0.04)	114 (0.08)	10 (0.03)	284 (0.22)	106 (0.29)	534 (0.14)
Visually Impaired/Low Vision	7 (0.04)	5 (0.02)	21 (0.01)	10 (0.03)	82 (0.06)	15 (0.04)	140 (0.04)
Speech and Language Impaired	257 (1.31)	66 (0.33)	1451 (1.03)	221 (0.73)	588 (0.45)	614 (1.66)	3197 (0.84)
Subtotal	1759 (8.97)	1350 (6.71)	9824 (6.96)	2087 (6.86)	5230 (3.96)	3658 (9.92)	23908 (6.29)
<u>Institutional/Homebound</u>							
Social Services	45 (0.23)	8 (0.04)	13 (0.01)	29 (0.10)	36 (0.03)	15 (0.04)	146 (0.04)
Solicitor General	22 (0.11)	1 (0.01)	0	10 (0.03)	41 (0.03)	11 (0.03)	85 (0.02)
Hospitals	1 (0.01)	0	4 (0.003)	55 (0.18)	2 (0.002)	1 (0.003)	63 (0.02)
Homebound	15 (0.08)	2 (0.01)	46 (0.03)	3 (0.01)	16 (0.01)	3 (0.01)	85 (0.02)
Subtotal	83 (0.42)	11 (0.05)	63 (0.04)	97 (0.32)	95 (0.07)	30 (0.08)	379 (0.10)
<u>Other</u>							
Disabled Adults	0	1 (0.01)	7 (0.01)	0	0	0	8 (0.002)
Other	22 (0.11)	188 (0.93)	236 (0.17)	71 (0.23)	330 (0.25)	0	847 (0.22)
Subtotal	22 (0.11)	189 (0.94)	243 (0.17)	71 (0.23)	330 (0.25)	0	855 (0.22)
<u>Gifted and Talented</u>							
	483 (2.46)	470 (2.33)	2983 (2.11)	493 (1.62)	4123 (3.12)	838 (2.27)	9390 (2.47)
Total of Exceptional Students	2454	2063	14065	2882	10561	4702	36727
Total Enrolment	19603	20132	141232	30414	132014	36879	380274
Percentage	(12.5)	(10.3)	(10.0)	(9.5)	(8.0)	(12.8)	(9.7)

Appendix F

PARTICIPATING PRIVATE E.C.S. OPERATORS



Private E.C.S. Operators

Acorn Circle Kindergarten
Anders and Area Association for Young Children
Association for the Hearing Handicapped
Bassano Kindergarten
Bawlf E.C.S.
Beiseker E.C.S. Society
Benalto and District E.C.S.
Beverly Day Care Society
Blackie E.C.S.
Bluebird Kindergarten
Bluffton E.C.S.
Bodo Community Association Preschool
Bonanza and District Kindergarten Society
Bowden E.C.S.
Brownfield E.C.S.
Calgary Society for Students with Learning Difficulties
Camrose Children's Centre
Carbon E.C.S.
Caroline E.C.S.
Carstairs E.C.S.
Clear Vista School
The Christian Kindergarten Society of Spruce Grove
Dalhousie Community Association
Darwell E.C.S.
David Thompson E.C.S.
Deadwood Kindergarten
Donalda E.C.S.
Drayton Valley Community Kindergarten
E.C.S. of Innisfail
Eckville E.C.S.
Emmaus Lutheran Church Kindergarten
Fairview Kindergarten Society
Glamorgan E.C.S. Centre
The GRIT Program
Hardisty E.C.S.
Highwood E.C.S.
Jasper Place Day Care Centre
Kathryn E.C.S.
Kitscoty and District E.C.S.
Londonderry Child Development Society
Lotsa Tots

Lougheed E.C.S.
Mecca Glen E.C.S.
Millet and District E.C.S.
Nampa and District Kindergarten Society
New Brigden E.C.S.
Normandeau Day Care E.C.S. (Red Deer)
Olds E.C.S.
Oyen E.C.S.
Peace River Kindergarten Society
Penhold E.C.S.
Ponoka Central E.C.S.
Ponoka Riverside E.C.S.
Primrose Place Day Care Centre
Providence Child Development Centre
Redcliff E.C.S. Association
Red Deer Day Care Centre
Renfrew E.C.S.
Rimbey E.C.S. Society
Rocky Mountain E.C.S.
Rockyview Alliance Church E.C.S.
Rosalind E.C.S. Society
Ross Ford E.C.S.
Schuler E.C.S.
Society for Talent Education
St. Albert Day Care Society
Standard E.C.S.
Sylvan Lake Kindercare
Trochu E.C.S. Society
Turner Valley E.C.S.
Veteran E.C.S.
West Central Preschool Society
West End Day Care Society
Whitcourt and District E.C.S.
Youngstown E.C.S.

Appendix G

PARTICIPATING PRIVATE SCHOOLS



Dedicated Special Education Schools

Bosco Homes, Edmonton
Elves Memorial Child Development Centre
Foothills Academy Society
Horizon School

Parkland School
Robin Hood School
St. Mary's Salesian Junior High

Private Schools

Airdrie Koinonia Christian School
Calgary Christian School
The Calgary French School
Calgary Montessori School
Calgary Waldorf School
Camrose Lutheran College
Chinook Christian Academy
Chinook Winds Adventist Academy
Concordia College High School
Coralwood Junior Academy
Covenant Canadian Reformed School
Covenant Christian School
East Edmonton Christian School
Edmonton Christian High School
Foxcreek Christian School
Grande Prairie Christian School
Immanuel Christian School
Ivan Franko Ukrainian School
Lacombe Christian School
Leduc Christian Academy

Living Faith Christian School
Mannawanis Life Values School
Meadowlark Christian School
Medicine Hat Christian School
Millwoods Christian Fellowship School
Morinville Christian Fellowship School
North Edmonton Christian School
Olds Koinonia Christian School
Peoria-Smoky Seventh-Day Adventist School
Ponoka Christian School
Prairie Bible Institute
Ryley Seventh-Day Adventist School
Red Deer Adventist Academy
South Calgary Christian School
St. Matthew Lutheran School
Strathcona Christian Academy
Victory Christian School
West Edmonton Christian School
West Island College

